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Mobility advice interview



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European Network to Support
Guidance and Counselling



Erasmus+

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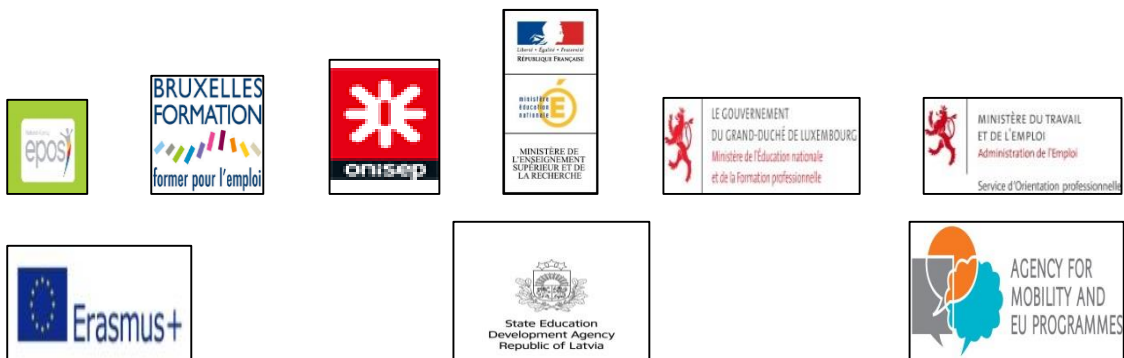
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Mobility advice interview

**‘The world is a book and those who do not travel read only one page’
Saint-Augustin**

Foreword

This document is aimed at guidance professionals who offer mobility advice. It is a practical tool created by partners of the Euroguidance network so that other guidance professionals may benefit from their experience. It enables them to reflect on and specify a practice and establish it in a quality-oriented approach. This document also contains a list of tools used by professionals in various European Union countries in a lifelong guidance context. Partners in this project have reflected upon their practices, outlined a methodological approach and tried to explain it in this document.

For updated information go to the wikispace of the mobility working group:
<https://euroguidancemobility.wikispaces.com/>

INTRODUCTION

For years, the Euroguidance network has seen guidance counsellors gradually move from guidance advice to mobility advice. This move has taken place in the field, in response to client requests. It appeared useful to formalise these new practices and list the tools used so as to clearly outline the mobility advice process with the aim of ensuring quality. The aim of this publication is to provide a vehicle for transferring mobility counseling skills to other members of the Euroguidance network so as to ensure the coherence, transparency and understanding of practices. In order to pass on good practices the aim is to eventually forward them to all guidance practitioners confronted with or interested in the international dimension and of course in the user's interests.

A brief history of the Euroguidance network

In 1992 the European Commission took the initiative to form a European Network of national resource and information centres for guidance, the NRCVGs' (National Resource Centre for Vocational Guidance) now called the Euroguidance network.

A reason for this was that guidance played and still plays a significant role in EU policies for education, training and employment. The provision of lifelong guidance is recognised as a prerequisite to make lifelong learning a reality for European citizens.

In January 1992, vocational guidance was one of the three strands of the PETRA programme (Action III). Three main types of activities were developed within the context of this action:

- The establishment of *a network of National Guidance Resource Centres* (NRCVG', now called the Euroguidance network)
- *Development projects* which reflected themes of common interest, based on cooperation between three or more Centres
- *The Transnational project for the training of counsellors*, which was focused on European aspects of guidance.

From the beginning the NRCVG network consisted of 12 countries: BE, DE, DK, EL, ES, FR, IE, IT, LU, NL, PT and UK, but some of the candidate countries and EEA countries participated also in the work.

Between 1995 and 2006 the NRCVGs were funded in the Leonardo da Vinci programme (first phase 1995-1999 and second phase 2000-2006). Under this 10-year period, the Euroguidance Network grew with three countries in 1995, when Austria, Finland and Sweden joined the EU and in 2004 when 10 of the 12 candidate's countries joined. Bulgaria and Romania followed in 2007, but many of these 12 new member countries had already taken part in the Euroguidance work for some years. Today the network includes 68 centres in 34 European countries and Turkey. The network is jointly funded by national contributions and by EU education, training, youth and sport programme Erasmus+ .

DEFINITIONS

A definition of mobility

This is spending a greater or lesser period of time in a foreign country for the purposes of studying, completing a work placement, perfecting linguistic skills, working, volunteering, etc.

A definition of mobility advice

Mobility advice covers personal mobility project help either for “free movers” or those applying for European or other funds, information, design and support activities in the context of lifelong guidance. (Study, employment, retraining, etc. context)

Mobility advice must be given neutrally and confidentially for the benefit of the client. It must be credible, effective and useful and take into account any feedback given by the parties involved. In this context, the guidance professional must use concise and transparent methodologies.

Activities covered by mobility advice

These are diverse and vary depending on the context and can fall into the following fields: advisory interviews, project design, project support, remote advice, promotion of personal project mobility, awareness session coordination, etc.

A distinction should be made between the two major types of mobility: institutional mobility and individual mobility. The major principles of institutional mobility are that it is organised by the home establishment, more specifically by the international relations department, tuition fees are paid in the home country and the time spent learning abroad is validated in the training process of the home country. Selection is based on linguistic, academic and motivational criteria. This mobility is often financially supported by the institutions.

Universities and other higher education establishments have many partnership agreements and bilateral agreements from which students may benefit.

Take, for example, the French National Council for the Development of International Student Mobility report which takes mobility types into account for the first time in an official framework (Report for 2003-2004)

ftp://trf.education.gouv.fr/pub/edutel/rapport/rapport_cndmie_04.pdf

"French outgoing mobility students are most frequently part of institutionalised systems established on the basis of cooperative and exchange agreements between higher education establishments or on the basis of bilateral or multilateral programmes implemented by governments or other authorities. However, the mobility of a considerable part of the workforce concerned is based on individual initiative using essentially familial resources"

It is important to underline the fact that the social demand of the various players, students, families, teachers, etc. in terms of mobility is increasingly strong and is being observed increasingly earlier! To again quote the report, "We can therefore speak of the establishment of a real culture of international mobility... "

These comments can also be applied to other European countries.

MOBILITY FIGURES

The links below refer to mobility analyses and highlight figures.

Unesco statistics on global student mobility:

<http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx>

CampusFrance L'essentiel des Chiffres Clés
N°17 June 2013

http://ressources.campusfrance.org/publi_institu/etude_prospect/chiffres_cles/fr/brochure_campusfrance_chiffres_cles_n7_essentiel.pdf

Report on Erasmus student mobility

This well-known university exchange programme was 25 years old in 2012 enabled close to three million European students to spend time studying in another country! Details on incoming and outgoing mobility by country in the following survey:

http://ec.europa.eu/education/library/statistics/aggregates-time-series/country-statistics_en.pdf

Mobility figures Erasmus

http://ec.europa.eu/education/erasmus/doc920_en.htm

2013 OECD report

Education at a Glance 2013 - Indicators and annexes

<http://www.oecd.org/edu/educationataglance2013-indicatorsandannexes.htm>

See Indicator C4 chapter, “Who studies abroad and where?”

Chapter 1: EUROPEAN OBJECTIVES

In recent years, under several Europe 2020 initiatives and particularly in light of persistent high unemployment, the European Commission has stressed the importance of enabling citizens to clearly present their skills and qualification profiles, acquired either in formal, non-formal or informal settings. This serves to facilitate mobility and improve job and lifelong learning prospects.

This objective was stressed in ‘Rethinking Education’, in which the Commission announces exploratory work on the European Area for Skills and Qualifications (EASQ) to ensure that skills and qualifications can be easily recognised across borders.

Lifelong guidance and mobility are also acknowledged to contribute strongly to boosting employability by easing young people's transition from education and training into the labour market and helping citizens to acquire and develop the competences needed to engage in further learning and work.

These themes have been highlighted not only in policy texts specifically dealing with guidance (such as the two EU Resolutions of the Education Council) but also in the Europe 2020 Strategy aimed at promoting smart, sustainable and inclusive growth and in the Education and Training 2020 Strategic Framework for European co-operation.

The instruments supporting these policy goals have also been reinforced and now include the Member State driven European Lifelong Guidance Policy Network as well as Europass, EURES, Eurodesk, NARIC, Europe Direct and Eurydice.

Therefore promoting co-operation and ensuring complementarity between these is an increasingly important issue.

Link to Europe 2020:

<http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf>

EUROPEAN TOOLS WHICH ENCOURAGE MOBILITY

Europe has a variety of tools which support and encourage mobility. To name but a few of those relating to lifelong guidance :

Programmes

- The Erasmus+ programme.
http://ec.europa.eu/education/index_en.htm
- And in the Erasmus +, the Youth sector, the European Voluntary Service (EVS)
https://europa.eu/youth/EU/voluntary-activities/volunteering-opportunities_en

European strategy and initiatives

Europe 2020

Europe 2020 is the EU's growth strategy for the coming decade. In a changing world, the EU wants to become a smart, sustainable and inclusive economy. These three mutually reinforcing priorities should help the EU and the Member States deliver high levels of employment, productivity and social cohesion. Specifically, the Union has set five ambitious objectives - on employment, innovation, education, social inclusion and climate/energy - to be reached by 2020. Each Member State will adopt its own national targets in each of these areas. Concrete actions at EU and national levels will underpin the strategy.

http://ec.europa.eu/europe2020/index_en.htm

Eurydice follow-up study on the Council Recommendation on promoting the learning mobility of young people:

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/162EN.pdf

Tools for transparency of diplomas and qualifications

- Europass Mobility, an initiative adopted in 2005, is a portfolio containing 5 useful documents for all citizens which can show their skills and highlight their mobility experience: Europass Curriculum Vitae, the validation of the "Europass Mobility", "Europass Diploma Supplement" (for higher education diplomas), "Europass Language Portfolio" (for linguistic knowledge) and "Europass Certificate Supplement" (for vocational training qualifications).
<http://europass.cedefop.europa.eu/>
- The European framework of certifications for lifelong education and training (EQF recommendation adopted in February 2008). The European Qualifications Framework for lifelong learning which aligns national certification systems and will facilitate communication between them. It consists of eight levels of reference which cover all levels of certification acquired in general education, vocational education and training and higher education and is based on the results of learning (knowledge, abilities and skills). Easier comparison, transferability and understanding of certification will take place through using the same tool. This will also allow greater worker and learner mobility.
[http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506(01))

- A system for transferring, recognising and capitalising upon the knowledge acquired through learning: knowledge, abilities and skills (ECVET), through European learning credits for vocational training and education. Acquired learning units corresponding to a certain number of credits are awarded for qualifications gained in European countries.
<http://www.ecvet-team.eu/>

Mobility support networks

The networks listed below inform and implement mobility facilitation tools (publications, portals, websites, etc.) for specific audiences.

EUROGUIDANCE is a network of National Resource Centres for Vocational Guidance in 34 European countries (the 28 member countries of the EU, Iceland, Liechtenstein, Norway, Switzerland, Serbia and Turkey). The objective of the Euroguidance Network is to contribute to mobility in Europe by providing quality information and guidance as well as to promote the European dimension in national guidance and counselling systems. Target groups of the network are guidance counsellors, students, pupils, educational professionals and adults.
<http://euroguidance.eu/>

EURES - European Employment Services - is a cooperation network designed to facilitate the free movement of workers within the European Economic Area and Switzerland. Partners in the network include public employment services, trade union and employers' organisations. The network is coordinated by the European Commission.
<https://ec.europa.eu/eures/page/index>

EURYDICE, established in 1980, the information network on education in Europe, is a part of the Union programme for education, training, youth and sport and covers the education systems of all countries involved in this programme. Eurydice is committed to boosting cooperation in education by providing greater insight into systems and policies.
<http://eacea.ec.europa.eu/eurydice/>

ENIC-NARIC

The ENIC Network (European Network of Information Centres)

To implement the Lisbon Recognition Convention and, in general, to develop policy and practice for the recognition of qualifications, the Council of Europe and UNESCO have established the ENIC Network (European Network of National Information Centres on academic recognition and mobility). The Council of Europe and UNESCO/CEPES jointly provide the Secretariat for the ENIC Network. The ENIC Network cooperates closely with the NARIC Network of the European Union.

The Network is made up of the national information centres of the States party to the European Cultural Convention or the UNESCO Europe Region. An ENIC is a body set up by the national authorities. While the size and specific competence of ENIC may vary, they will generally provide information on:

- the recognition of foreign diplomas, degrees and other qualifications;
- education systems in both foreign countries and the ENIC's own country;
- opportunities for studying abroad, including information on loans and scholarships, as well as advice on practical questions related to mobility and equivalence.

The NARIC Network (National Academic Recognition Information Centres)

The NARIC network is a European Commission initiative and was created in 1984. The network is aimed at improving academic recognition of diplomas and periods of study in the Member States of the EU, the EEA countries and the partner countries. The network is part of the Erasmus+ Programme, which stimulates the mobility of students and staff between higher education institutions in these countries.

All participating states have designated national centres, the purpose of which is to assist in promoting the mobility of students, teachers and researchers by providing authoritative advice and information concerning the academic recognition of diplomas and periods of study undertaken in other States. The main users of this service are higher education institutions, students and their advisers, parents, teachers and prospective employers.

The NARICs were designated by the Ministries of Education in the respective countries, but the status and the scope of work of individual NARICs may differ. In the majority of States, institutions of higher education are autonomous, taking their own decisions on the admission of foreign students and the exemption of parts of courses of study programmes that students may be granted on the basis of education undertaken abroad. As a result, most NARICs do not take a decision, but offer on request information and advice on foreign education systems and qualifications.

<http://www.enic-naric.net/>

EURODESK is a European network of information services in 32 countries providing a unique access to European information for young people and those who work with them. The Eurodesk website gives information about: who is involved with the network, - national Eurodesk partners; - local Eurodesk relays; - Eurodesk Brussels Link; what services are offered - a range of public European information services at national and local levels; how you can access the services - on-line - on-site.

<http://www.eurodesk.org>

EURAXESS

Researchers in Motion is a one-stop shop for researchers seeking to advance their careers and personal development by moving to other countries. In addition to the information on training and jobs, this electronic gateway is the entry point to a wealth of practical information on living, working and relaxing in the European countries involved.

<http://ec.europa.eu/euraxess/>

MOBILITY AND QUALITY

For all mobility experiences and particularly those relating to institutional mobility, Europe is also concerned about quality, so from May 2006 the Council of European Ministers adopted 10 mobility quality criteria:

- Information and advice
- A training plan
- Recognition and certification
- Preparation
- Linguistic preparation
- Tutoring and support
- Logistical assistance
- Debriefing and evaluation
- Help with reintegrating a course or training programme
- Commitment and responsibility-taking of all parties

MOBILITY AND GUIDANCE

The European Union Council adopted two resolutions in 2004 and 2008 to reinforce policies and practices in terms of lifelong guidance in European countries.

Resolution on lifelong guidance in Europe, Dublin, 2004

<http://register.consilium.europa.eu/doc/srv?l=EN&t=PDF&gc=true&sc=false&f=ST%209286%202004%20INIT>

Resolution on guidance, French presidency of the EU, November 2008

Better inclusion of lifelong guidance in lifelong education and training strategies

http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf

A political network for guidance decision-makers (ELGPN) was established by the European Commission in 2007.

Its objective is to promote cooperation between Member States in terms of lifelong guidance and to facilitate the implementation of structures and mechanisms to develop the European priorities identified in the 2004 resolution on guidance.

<http://www.elgpn.eu/>

Chapter 2: THEORETICAL CONTEXTUAL ELEMENTS.

AN ANALYSIS OF MOBILITY AND THE CONSEQUENCES FOR GUIDANCE BEFORE, DURING AND AFTER A STAY ABROAD

Introduction

Mobility and the intercultural exchange of young people are not new. Already after WW II the exchange of young people in Europe was encouraged to bring countries together and promote international understanding. It was youth work that took the first initiatives, followed by voluntary work not only in Europe, but also in the rest of the world. In the meantime schools, universities, cities, NGOs, peace movements and others followed with mobility initiatives.

However mobility is not always successful.

Research from Hansel (2005) shows that:

21%	Have not experienced any problem during the stay
20%	Had problems with adapting to traditions and daily life abroad
17%	Reports an (intercultural) problem linked to their autonomy
17%	Had difficulties with the style of communication
15%	Experienced problems as a result of a social-oriented or political discussion
13%	Experienced the new culture as cold and non-communicative
13%	Reports problems with certain social relations (host family,etc)
11%	Experience a troubling situation that is difficult to understand or accept
6%	Issues related to misunderstandings because of the language

What lessons can be learned from these problems? How can we improve mobility for young people? And as guidance counsellors, how can we contribute to these improvements?

In order to respond to these questions we should get insight into the guidance mobility process. What are the determining elements that make a mobility-experience a success for all involved?

Based on literature, research and our experiences as guidance counsellors on mobility in the EUROGUIDANCE network, we will exploit theoretical concepts that can help us to better understand what is happening in the minds of young people undertaking a stay abroad.

A lot of inspiration and useful information has been found in the study commissioned by the cooperation platform “Colourful Flanders” by Carla Bracke “Onderzoek naar de omkadering voor Vlaamse jongeren die naar het Zuiden trekken” (2008). More on “Colourful Flanders” can be found in appendix 1.

The importance of triggers.

The fact that mobility in all its forms can have a positive effect on the personal development of young people is widely accepted. The International Youth Exchange and Visitor’s Service of the Federal Republic of Germany (2005) and the AFS centre for the study of intercultural programmes in New York (1993) have carried out research on the long-term effects of intercultural youth projects. It is clear that a short exchange of less than 4 weeks (already) has a positive effect on the personal development of young people.

Whether the experience abroad is perceived as positive or negative is largely depends on so-called triggers. Triggers are specific situations, positive or negative, which during the mobility conflict with the expectations of participants and will be remembered by the person years after the exchange. In most cases triggers are related to differences encountered during the exchange (food, etc), contacts with the ‘significant other’ (other participants, local responsible manager of the programme, etc), the group dynamics (conflicts, feeling of solidarity, etc) and hospitality (host family, etc). Positive triggers will have a positive effect on the personal development of young people; negative triggers will have an opposite effect.

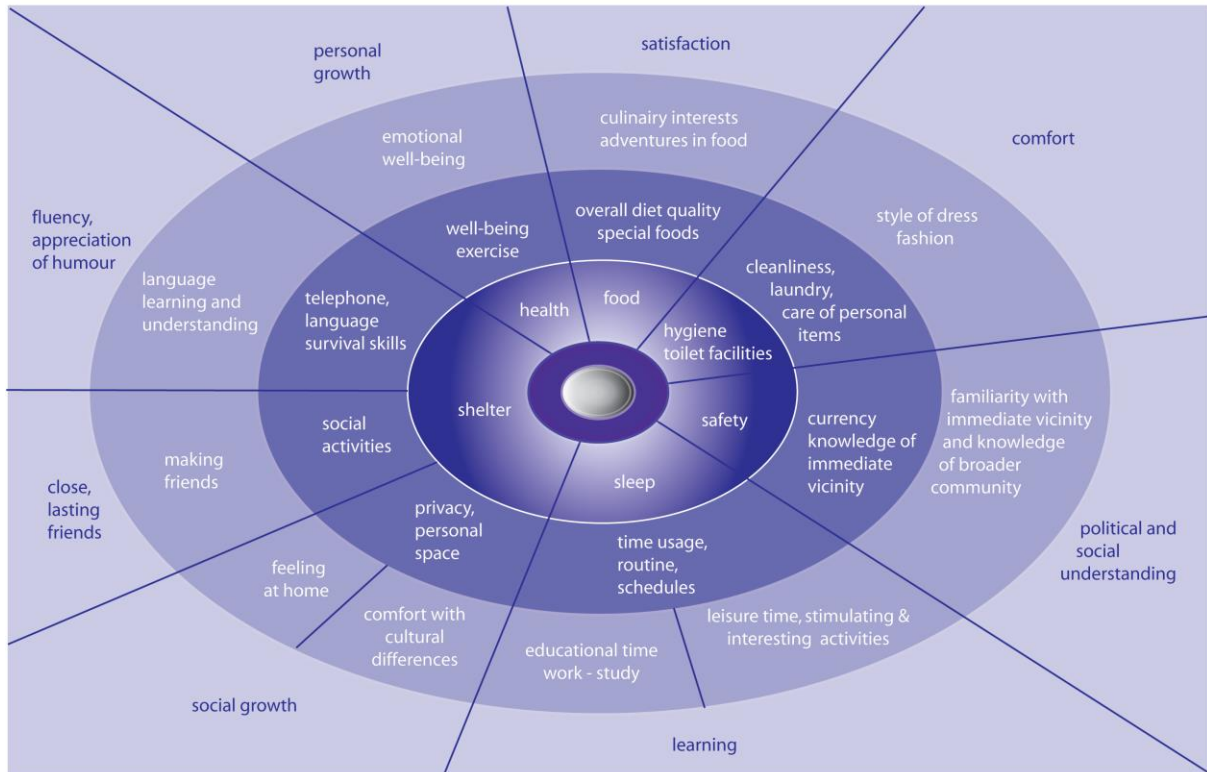
According to the same research participants have to be prepared for the whole range of triggers they will be exposed to. The support abroad should be directed to create situations with positive triggers and learning to cope with negative triggers. After the mobility the follow-up should focus on interpreting and explaining the triggers.

This also makes clear that guidance is not limited to good preparation, but support during and follow-up after the mobility experience are equally important.

Mobility preparation

Research by JINT (2006) shows that young people need first of all practical information and intercultural training. This is not surprising if we take a look at the ‘Concentric-Circles approach’ of Beulah Rohrllich (1993). We know from research that practical information linked to travel, food, health, shelter, sleep, safety and hygiene toilet facilities (the inner circle) must be met first. Once these needs are met, the next ring of needs should be addressed.

Concentric-circles Approach to Helping New Sojourners



The needs of the inner circle are those that are most immediate to the student sojourner and must be met first. Once these needs are met, the next ring of needs should be addressed.

Adapted from Cornelius Grove, *Orientation Handbook for Youth Exchange Programs* (Yarmouth, ME: Intercultural Press, 1989, p. 124

Figure 1: the Concentric-Circles approach by Rohrlich (1993)

The ‘*Developmental Model of Intercultural Sensitivity*’ (DMIS) of Milton Bennett (1993) is another useful and interesting concept that can help us counsellors to better prepare young people for mobility.

The Developmental Model of Intercultural Sensitivity (DMIS):

- Explains how people or groups tend to think and feel about cultural difference
- Is the basis for effective coaching and development to work more effectively with people from other cultural backgrounds

DMIS was created by Dr. Milton Bennett. It is based on years of direct observation and research. DMIS provides a structure for understanding how people experience cultural difference. Six stages of perspectives describe how a person sees, thinks about, and interprets events happening around them from an intercultural-difference perspective.

Since DMIS indicates what a person sees and thinks, it also suggests what they do not see or think. DMIS, therefore, highlights how a person’s cultural patterns both guide and limit their experience of cultural difference.

This guiding and limiting aspect is why DMIS is so relevant to how people work together in the workplace. Working with people involves communicating with them individually or in

- **Minimisation.** People from other cultures are pretty much like you, under the surface. Awareness that other cultures exist all around you, with some knowledge about differences in customs and celebrations. Not putting down other cultures. Treating other people as you would like to be treated.
- **Acceptance.** Being aware of your own culture(s). See your own culture as just one of many ways of experiencing the world. Understanding that people from other cultures are as complex as yourself. Their ideas, feelings, and behaviour may seem unusual, but you realize that their experience is just as rich as your own. Being curious about other cultures. Seeking opportunities to learn more about them.
- **Adaptation.** Recognising the value of having more than one cultural perspective available to you. Being able to “take the perspective” of another culture to understand or evaluate situations in either your own or another culture. Being able to intentionally change your culturally based behaviour to act in culturally appropriate ways outside your own culture.
- **Integration.** To varying extents, having integrated more than one cultural perspective, mindset, and behaviour into one’s identity and worldview. Being able to move easily among cultures.

The first three stages are considered “ethno-centric” in that one’s own culture is seen as the only culture or to varying extents the “better” culture.

The last three stages are considered “ethno-relative” in that one’s own culture is seen as equal among many other cultures.

The ethno-relative stages are characterised by a positive mindset about cultural difference. These stages are indicative of a person who will tend to make more inclusive decisions.

The DMIS approach gives us an insight into the different phases during a stay abroad towards a more complex approach of cultural differences. It is important to pay attention to these different phases during preparation, during the stay and during the follow-up.

The DMIS can also be used as a scale (in combination with –the IDI see next entry) to measure where the youngster could be situated during preparation, stay and follow-up, and thus observe the progress individuals and groups make.

The impact seems to be greater for people situated in the first three phases before going abroad. Young people who are already in the minimisation phase are more culturally aware and so have less progress during their experience abroad.

The DMIS approach should also be used in the training of guidance counsellors who work with ethnic minorities and international mobility.

The Intercultural Development Inventory (IDI) (Hammer 2005) measures how a person or a group of people tend to think and feel about cultural difference.

The IDI was designed by Dr. Milton Bennett and Dr. Mitchell Hammer. Based on Dr. Bennett’s Developmental Model of Intercultural Sensitivity, the IDI is a scientifically valid and reliable psychometric instrument. More information on the IDI can be found in appendix 2 of this chapter.

Also some interesting self-assessment instruments (Paige et al; 2002) are available that help youngsters reflect on learning and intercultural learning and which strategies they are using. Those instruments can be used and evaluated individually and in-group. These tests are:

- Learning Style Survey: Assessing your own learning styles by Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi
- Language Strategy Use Inventory by Andrew D. Cohen and Julie C. Chi
- Culture-Learning Strategies Inventory by R.M. Paige, J. Rong, W. Zheng and B. Kappler

Coping skills Jef s Article in Euroguidance newsletter + wiki + put a link to that section

Support during the stay

In most cases support during the stay is only available if the youngster has a problem, if it is available at all!

It is also important to make host institutions aware to the problems that could arise during a mobility program and especially to prepare them effectively deal with these problems in the first minutes in waiting of the intervention of the mobility advisor. Some thinking is needed to see how this support can be best organised and delivered and the following elements can contribute to this thinking.

Monitoring and evaluation can play an important role in detecting problems and help youngsters to reflect and change their behaviour and attitudes. Modern ICT can be used here in the form of blogs, Internet diaries, etc. Also the use of SKYPE or MSN can help to bridge the distance between the youngsters and those at home. The above mentioned self-assessment instruments and the DMIS of Bennett (1993) can also be used in the evaluation process. These instruments will help young people to map for themselves their own competences, growth and intercultural learning during the stay abroad.

Not only the preparation but also the support during the stay abroad should be directed to deal in a positive way with *triggers*, and to learn from crises which will inevitably taking place during the stay. Conflicts and crises could be seen as positive challenges if faced by the youngster and not avoided.

In most cases the support of the '*significant other*' or '*peer group*' is crucial in dealing with crises and triggers.

Practical problems can mask deeper problems like homesickness, cultural shock, etc.

Culture shock and adaptation (Shaheen 2004)

People who live in a new culture often experience difficulties while adapting to a new way of doing everything. This is also the case for students who are studying abroad and might be adapting to a new educational system, style of communication and mindset. Culture shock has been defined by Oberg (1958) as "shock precipitated by the anxiety that results from losing all our familiar signs and symbols or social intercourse". P. Adler's (1977) definition is more descriptive "Culture shock is primarily a set of emotional reactions to the loss of perceptual reinforcements from one's own culture, to new cultural stimuli which have little or no meaning and to the misunderstanding of new and diverse experiences. It may encompass

feelings of helplessness, irritability, and fears of being cheated, contaminated, injured or disregarded”.

P. Adler (1977) has another definition which is “the frustration and confusion that result from being bombarded by unpredictable cues”. In 1955 Lysgaard developed the U-curve of adjustment to explain experiences that overseas sojourners could expect to go through in their time abroad.

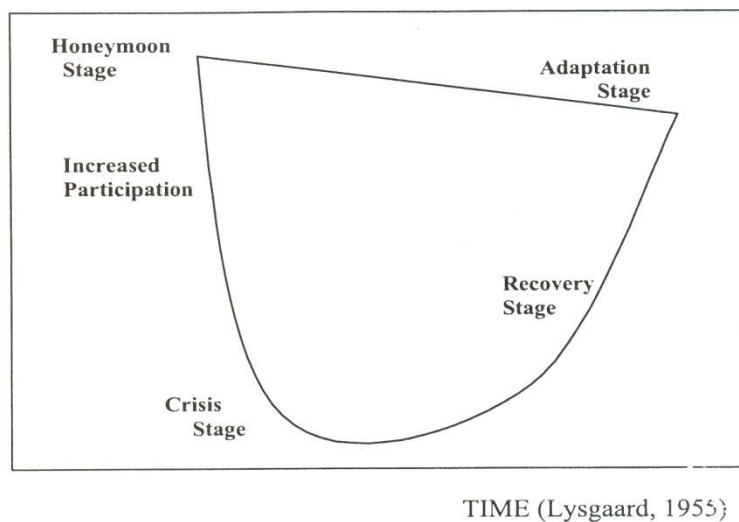


Figure 3: The U-curve of adjustment by Lysgaard

This curve starts with the initial euphoria of being abroad in a new and exciting place. It then moves to the increased participation phase, which can be more challenging for students. As they hit the crisis phase they are really struggling to understand and make sense of the cultural difference. Eventually most people get to the gradual adjustment phase where they literally either adjust or at least can compartmentalise the events happening around them so they can function without much frustration in the culture. Finally, the re-entry time comes and students often begin the whole curve again.

When the idea of culture shock is introduced, it is important to consider the following three ideas introduced by Bennet (2002). Culture surprise is a small thing that is noticeable, such as how the toilets work. Culture stress is handling the small events in the new culture such as how to wait in lines or cultural rules in social settings. Finally, culture shock is the overarching larger events such as realising that the ideas of values are different in this new place. Because many study abroad programs are very short in length and many students spend most of their time abroad with other American students, they may not ever experience more than cultural surprise or stress. One of the goals of the orientation sessions is to alert students

to differences in culture so that they are better prepared to notice the differences as well as learn more about the host culture and their own culture.

Culture shock is an important concept to introduce because if the problems that students experience overseas come from their difficulties in adapting to the new culture, then if the pre-departure preparation can give the students skills to handle these new challenges, perhaps their culture or adaptation shock will be less severe.

Qualitative monitoring and evaluation should not only map all problems, but also stimulate reflection, attitude- and behavioural change.

According to research by Hansel (2005) knowledge of and competence in the *foreign language* is the key to dealing with the mentioned problems. Also a negative correlation was found between the language level and the level of fear and problems showed by the youngsters.

Follow-up

Not only interpreting and explaining the triggers is important here. Attention should also be given to get rid of *reversion* (when the other culture is praised to the skies in relation to one's own culture) and *duality* (polarisation of cultural differences) on the one hand, and dealing with *liminality* on the other hand. Liminality occurs when participants returning after a stay abroad indicate not feeling at home either in the home culture or the foreign culture. This should be transformed towards a form of 'world citizenship'.

Also, on coming home, the U-curve of Lysgaard (1955) often begins again (see above). Some participants do experience a (*reverse*) *culture shock* when coming home, and need to adapt to their own culture and society again.

Mobility participants should also get the chance to *tell their story* and *exchange experiences* with others, and reflect on what they have learned. How do you give the stay abroad the right place in the life of participants? What are the opportunities and challenges for LLL? One's place on assessment instruments and the DMIS of Bennett (1993) can also be used in this context in order to 'measure' and make participants 'aware' of progress made in intercultural sensitivity, languages, learning styles, etc. This moment could also be seen as the start of a new phase in the DMIS of Bennett.

The evaluation moment can be repeated a couple of months later as the youngsters will be able to take some distance from what happened abroad and by consequence been more objective in their judgements. This will also be an opportunity to tell their story again at a point in time where there are no longer many occasions to do this and not many interested listeners either.

Efforts should be made to try to *involve the partner* (School, university, company, NGO, etc) *abroad* in the follow-up of the participants, this can give partners valuable feedback about the way in which they have dealt with foreigners in their organisation. However this is not always an easy task from the viewpoint of costs and human resources, although modern ICT-technology like video-conferencing, etc can help here.

The participants and their rich experiences can *play an important role in the preparation of other people* who want to go abroad (peer learning). This can help to give new participants a

euro | guidance



more realistic view of going abroad. The whole *process* is not linear but *a continuous circular effort* from all those involved in mobility.

And last but not least all this information and all these experiences can feed the whole guidance process on mobility for continuous improvement.

Appendix 1: ‘Colourful Flanders’

In 2003 the Flemish government launched an action plan called “Colourful Flanders”. One of the action points was that every youngster should have the possibility to be mobile abroad.

As a result a ‘platform for cooperation’ was set up with the following partners (and their networks,etc):

- Youth – Eurodesk (initiative)
- EPOS-agency (Leonardo, Grundvig, ERASMUS, Socrates and EUROPASS)
- EURES
- Wegwijzer
- Social partners
- VLHORA – ADINSA, VLIR-UOS
- EUROGUIDANCE

Aims:

- To detect the information needs of young people
- To better coordinate and improve information on international mobility
- To work together on certain concrete initiatives

Results:

- ‘GO-STRANGE’ fair on international mobility
- ‘KAMIEL’ website/database on administrative procedures in social security, child allowance, unemployment benefits, visas,etc.
- Study on ‘The need for support of young people before, during and after individual mobility projects to developing countries’
- And a lot of (informal) cooperation between partners,etc.

Appendix 2: The Intercultural Development Inventory (IDI)

The *Intercultural Development Inventory* (IDI) measures how a person or a group of people tend to think and feel about cultural difference.

The IDI was designed by Dr. Milton Bennett and Dr. Mitchell Hammer. Based on Dr. Bennett's Developmental Model of Intercultural Sensitivity, the IDI is a scientifically valid and reliable psychometric instrument. Some characteristics of the IDI follow:

- In use globally since 1998
- Fifty items or statements, answered as the extent to which a person agrees or disagrees with the statement
- Available in many different languages
- Available in paper and on-line form

It measures how a person feels and thinks about, and thus reacts to, cultural difference. It therefore measures how a person construes and organises events, guided and limited by their cultural patterns. This is called one's "worldview" regarding cultural difference.

Equally unique is what the IDI does not do. Unlike many other instruments, it does not compare a person to typical behaviours and it does not analyse behavioural reactions. The IDI operates at the worldview level of how a person feels and thinks about cultural difference. This deeper level of one's cognitive experience is what guides and limits behaviour. Thus, The IDI helps answer the frequently-asked "so what" question stemming from use of other instruments, "So now that I know more about my behaviour and how I compare to others, what should I do next?" The answer is to understand and develop one's intercultural competence, which will generate cognitive and behavioural change.

Both the IDI and the underlying DMIS theory-based model are culture-general in nature. DMIS addresses cross cultural-difference independent of the type of difference. Cultural difference stemming from national, regional, societal, family, organisation, and individual characteristics all come within the scope of DMIS.

The IDI was correspondingly designed and validated in a cross-cultural manner to maintain this culture-general validity. Research shows that developing one's intercultural competence emphasising one aspect of cultural difference (e.g. national origin) will carry over to one's experience of all other types of cultural difference.

The IDI is developmental in nature. DMIS defines six stages with successively greater intercultural competence. The IDI measures both one's self-perceived and actual place on the DMIS continuum. The IDI results report is structured to encourage developmental thinking. Typical feedback conversations address:

- How does one's current degree of intercultural sensitivity and intercultural competence affect or "show up" in one's interactions (e.g. cross cultural communication) with other people?
- What actions might help further develop one's intercultural competence?

Importantly, the IDI can be used with individuals, groups, and entire organisations.

The design of the current 50-item instrument followed rigorous scientific methods. People representing a global cultural mix were interviewed by expert interculturalists.

From the verbatim interview transcripts, 239 statements were identified in which each seemed to represent a particular stage of the DMIS model. Pilots and cross-cultural expert reviews were used to narrow this to a list of 145 statements or items.

Factor and reliability analyses were combined with correlation to other intercultural scales and validity tests for gender, age, and education. This led to the current 50-item instrument and a revised scale with very high levels of statistical reliability.

Full details about the design are available in the *International Journal of Intercultural Relations, Special Issue on Intercultural Development*, Volume 27, Number 4, July 2003. The entire issue is dedicated to DMIS and the IDI.

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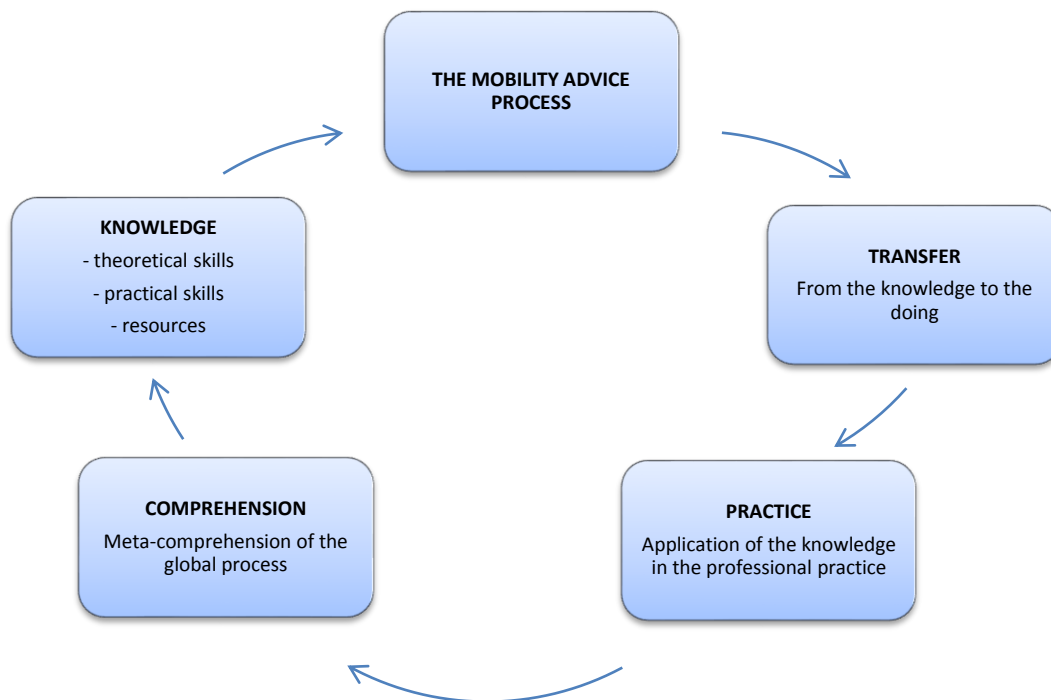
<https://euroguidancemobility.wikispaces.com/>

Chapter 3: ESTABLISHING A TEMPLATE FOR MOBILITY ADVICE.

Various stages take place when providing advice in the field of transnational mobility in a lifelong mobility context and the approach is similar whether for a young or an adult audience.

Mobility advice process

The mobility advice process can be simplified as follows:



Principal mobility advice stages, established by Mihai Jigau (Euroguidance Romania) Jozef Vanraepenbush (Euroguidance Belgium, Flanders) with support from Graziana Boscato (Euroguidance France), Ilze Jansone (Euroguidance Latvia) and Hilary Lynch (Euroguidance Ireland)

Towards a model for guidance before, during and after a stay abroad

Add sentence to explain Different phases (independent/ adapt to the situation and to the public

In this model we present different phases which are independent each other. These phases should be adapted by the guidance professional to the situation and to the public.

Principal stages/phases	Mobility counsellor	Client
Establishing the counselling relationship between the mobility counsellor and the client	<ul style="list-style-type: none"> ● Initial (self-) evaluation: my knowledge and my personal position concerning intercultural issues; my reactions/stereotypes when faced with “the other”; participation in training or professional development programmes (if necessary). ● Reflection on my ethical standards and information on quality indicators for the services offered. 	<ul style="list-style-type: none"> ● Initial (self-) evaluation: my position regarding intercultural issues; my reactions/stereotypes when faced with “the other”. ● Engagement, being open, being willing to participate
Analysis of the individual development project: evaluation, identifying problems, work on individual stereotypes	<ul style="list-style-type: none"> ● Personal background (training, professional development, access to scientific literature, the Internet) ● Undergoing personal mobility experiences (reflection in order to deconstruct one’s ethnocentrism) ● Integrating the daily intercultural experience in the life experience of the counsellor, contributing to the development of an individual intercultural coping strategy ● Simulation of intercultural counselling situations (group work with professionals, i.e. other counsellors) ● Networking ● Training and guided practice in intercultural counselling ● Valorisation/dissemination of positive experiences of 	<ul style="list-style-type: none"> ● Implementing practical aspects of mobility in daily life (transport, lodging, etc.) ● Reflecting on consequences of prior intercultural contacts: language, non-verbal communication, immersion in different groups ● Contextualizing one’s previous personal experiences ● Identifying stereotypical representations and judgements, individual reactions in intercultural situations (defensiveness, isolation, acceptance, adaptation, integration, passing from

Principal stages/phases	Mobility counsellor	Client
	<p>colleagues in the counselling field</p> <ul style="list-style-type: none"> ● Evaluation / analysis of the root cause of failures 	<p>ethnocentrism to ethnorelativism)</p>
<p>Support for the client's mobility project</p>	<ul style="list-style-type: none"> ● Support for the client in developing strategies for reducing anxiety and stress, utilizing the benefits of culture and individual intercultural coping ● Establishing a communications system for follow-up and for emergency situations ● Providing essential information for reducing anxiety and stress that can be caused by entering the mobility situation: emergency contact persons, addresses, transportation, lodging, meals, other advice for dealing with daily life ● Providing information and pointing out the benefits of points of cultural contact that can play a facilitating role: art, music, dance, cuisine, nature, sport, etc. ● Work on individual stereotypes concerning mobility: analysis and reflection on personal subjectivism concerning intercultural experiences 	<ul style="list-style-type: none"> ● Development of an individual intercultural coping strategy ● Keeping track of essential information for reducing anxiety and stress that can be caused by entering the mobility situation: emergency contact persons, addresses, transportation, lodging, meals, other advice for dealing with daily life ● Gathering information about personally relevant points of cultural contact that can play a facilitating role: art, music, dance, cuisine, nature, sport, etc. ● Work on individual stereotypes concerning mobility: analysis and reflection on personal subjectivism concerning intercultural experiences

Principal stages/phases	Mobility counsellor	Client
Concluding the preparatory phase prior to mobility	<ul style="list-style-type: none"> ● Review of the different chronological stages of mobility ● Presentation of the coping skills 	<ul style="list-style-type: none"> ● Review of the different chronological stages of mobility
Monitoring during the mobility period	<ul style="list-style-type: none"> ● Offering support/monitoring of beneficiaries if needed during the adaptation period/ the crisis/ transitions/ other situations in the intercultural context ● Keeping a database of mobility advice clients ● Helping the client develop a feeling of belonging in the new environment ● Self-evaluation of the competences and aptitudes necessary for mobility counselling activities 	<ul style="list-style-type: none"> ● Positioning one's self in the intercultural immersion situation (finding one's "new" position in relation to "the other") ● Taking part in group activities in order to develop a feeling belonging. ● Reframing of representations and stereotypes of "the other" ● Contacts with the counsellor/mentor for any needed assistance or advice ● Development of an individual intercultural coping strategy
Evaluation and capitalizing on the experience following return	<p>Counsellors should take the necessary time to reflect on items in this list and provide feedback into the initial stage of the mobility process, thus ensuring a cycle of continuous improvement:</p> <ul style="list-style-type: none"> ● Critical analysis and conveying the process of the mobility event ● Dissemination of the experience 	<ul style="list-style-type: none"> ● Analysis of the mobility experience ● Valorisation of the learning achieved within a personal context, further studies or work ● Integrating the intercultural experience in the life experience of the individual;

Principal stages/phases	Mobility counsellor	Client
	<ul style="list-style-type: none"> ● Valorisation of the learning achieved for increasing awareness among other persons of the benefits of mobility ● Research, dissemination of good practices, studies/articles in professional journals 	<ul style="list-style-type: none"> ● Developing a coping strategy for integrating the mobility experience into one's home environment ● Dissemination of one's experience to other potential beneficiaries
Follow-up after the mobility	<ul style="list-style-type: none"> - Minimalizing the risk of reversal (revirement) - (Re) integration, social , cultural and professional in the country of origin (according to the duration of the mobility) 	<ul style="list-style-type: none"> - Give time to time, - Bring in contact with other local partners , - Bring in contact with pairs.

Chapter 4: A QUALITY APPROACH TO MOBILITY ADVICE

Quality approach

This quality approach was designed based on work carried out by Mr Marc Chassot (vice-president of the Swiss conference of vocational, university and careers guidance managers). The construction of this quality approach is without reference to existing models (ISO, EFQM, Matrix standard, etc.)

The choice of the "mobility advice" theme is to be taken in the broader sense of the term since this description does not take into account the organisational and institutional aspects necessary for professionals to provide a "mobility advice" service.

The mobility experience for an individual is always a process and not a product. It has to be assessed, but how? This is further complicated by the fact that the principle gain for the individual lies largely in transversal skills: how do you assess self-confidence, adaptability, stress management, open-mindedness, etc.? It is necessary for the mobility advice professional to understand the mechanisms put in place in order to carry out an assessment and a quality approach.

Assessing the act of giving mobility advice is currently done primarily using a quantitative assessment: number of interviews conducted, number of information sessions, etc. It is also noted that Internet users regularly consult websites dedicated to mobility. But this tells us nothing about the quality of advice given and/or its impact on the final decision and on mobility itself: we can see how many people consult the websites but how many follow the process through to the end? How do you take qualitative aspects into account in mobility advice? It is worth remembering that mobility advice can be acted upon at a later date, particularly in cases of individual mobility.

It is important to see if and how mobility is promoted as part of training and professional integration programmes. This could be achieved through the observation of personal development: independence, adaptability, linguistic skills, etc. It could also be achieved through studies conducted in relation to professional integration and principle gain from study programmes, etc.

Assessment of the mobility project by a professional means:

- Assessing the motivation and commitment of the advice-seeker and their suitability for the project
- Assessing whether or not young people have the support of their parents
- Assessing ability to improvise, independence, maturity, ability to overcome stereotypes, skills, including linguistic skills, curiosity, etc.
- Assessing project feasibility: cost, practical and administrative details, timeframes, etc.
- Assessing the risks associated with each mobility
- Assessing the principal gain for each programme

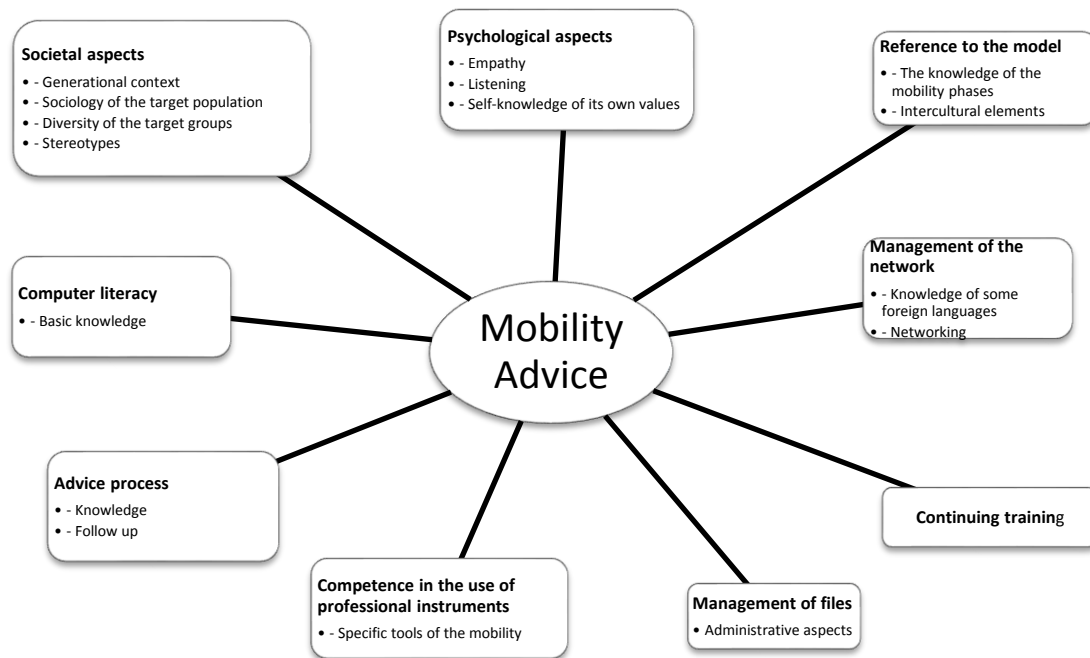
It is considered important to assess the quality of the act of giving mobility advice through the implementation of a quality process for professionals. Why choose a quality process?

- Desire to define mobility advice

- Provision of better external visibility of advice
- Promotion of the qualitative aspect of mobility advice within the network of Euroguidance resource centres.
- Our approach is part of a wider framework of quality research for the professionalisation of guidance practitioners who work internationally
- Improvement of internal coherence and Euroguidance network practices.

Assessment is carried out using procedures which are not too time-consuming, but which allow the service provided to be assessed. It is part of the necessity for professionals to take a step back from a practice and to examine and discuss it regularly with others.

The following diagram is based on a brain-storming session aimed at spotting the skills and knowledge used in mobility advice:



Definition of standards

Based on the elements of this diagram the standards considered the most relevant in relation to mobility advice were isolated.

Secondly, quality indicators were determined.

These elements are recorded in a grid which will be used to assess the quality approach.

Four standards were selected and quality indicators were determined for each of them.

- Reference to the model
- Psychological aspects
- Societal aspects

- Information

A. REFERENCE TO THE MODEL

General definition

Reference to a theoretical model allows professionals to guarantee quality of mobility advice.

B. PSYCHOLOGICAL ASPECTS

General definition:

Mobility advice takes into account psychological factors inherent in the person and the individual or group relationship, the command of psychotechnical tools and interview techniques and knowledge of choice processes.

B1. Command of interview techniques

Mobility advice is given in the framework of individual interviews during which the adviser carries out an in-depth analysis of the advise-seeker's request in an attentive and empathetic environment. Reformulation of the request ensures clear understanding of the advise-seeker's needs.

B2. Command of motivational techniques

Mobility advice is given in the framework of group activities during which the adviser works on representations of people in connection with intercultural exchanges. Knowledge of group phenomena allows the free expression of opinions and facilitates exchange.

B3. Command of psychotechnical tools

Mobility advice uses psychotechnical tools which allow people's interests, abilities, flexibility and ability to adapt to be highlighted. They allow people's motivation to commit to a mobility experience to be assessed.

B4. Knowledge of choice processes

Mobility advice relies on knowledge of choice processes. The adviser is aware of the steps involved in making a choice and the psychological stages people go through during their mobility experience.

The mobility advice professional has sound knowledge of the psychotechnical and interpersonal elements implemented in the personalised advice.

C. SOCIETAL ASPECTS

General definition

Mobility advice takes into account societal factors related to the social representation of people, their generational context and their position in the social sphere.

C1. Ability to differentiate

Mobility advice can be adapted to reflect the diversity of its target audiences whilst maintaining a stereotype-free approach. The adviser is clear as to their own social representations and promotes a neutral approach which respects differences.

C2. Knowledge of the generational context

Mobility advice can be adapted to suit the generational context of those interested in undertaking an exchange. The adviser is in tune with the micro-culture of young people and is aware of trends related to mobility experiences.

C3. Ability to personalise

Mobility advice takes into account the individual's situation in their social and cultural context. The adviser is aware of the social representations of various environments and encourages the emergence of individual positioning.

D. INFORMATION

General definition

Mobility advice relies on reliable and up-to-date information which is disseminated using the appropriate technological means and with an educational concern enabling the user to access the information.

D1. Information control

Mobility advice relies on in-depth knowledge of information which forms the basis of the adviser's expertise.

D2. Information management

Information is updated and is highly reliable. It is managed in a way that enables it to be disseminated using the most recent technological means. The adviser has a sound knowledge of new information and communication technologies.

D3. Information transmission

Information is disseminated using appropriate specialist equipment. Information transmission is based on a command of the educational aspects which facilitate user access to the information.

Indicators selected for standard verification

For each standard you will find a certain number of indicators which have been designed from a self-assessment point of view. These indicators are indicated in a grid which will enable the mobility adviser to analyse practices, decide where they stand on the issue and arouse the need for continuing personal education.

A. Reference to the model:

The professional will be able to refer to a theoretical model and is able to link the theory and practice of the mobility adviser. They should demonstrate self-reflexivity and self-analysis. This ability to refer to a theoretical model can be assessed using the following grid.

Items	Completed	Partially completed	In the process of being completed	At the planning stage	Not feasible
1 Practitioner knowledge acquired is proven by formal certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Link between mobility advice theory and practice: ability to put knowledge acquired into practice and to explain the link	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Ability to self-reflect: reflexive analysis of the various stages of the “process” so as to continue it or adjust it if need be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Knowledge of the theories that influence a person’s choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Psychological aspects

The mobility advice professional will have a sound command of interview techniques (command of interview techniques:

ability to listen, analysis of the request, reformulation and empathy and detachment). They have a sound command of motivational techniques, work on personal representations and knowledge of group phenomena. They are aware of and have a sound command of psychotechnical tools, know how to highlight interests and assess motivation and are able to clearly establish their position as well as their own representations and values.

Items	Completed	Partially completed	In the process of being completed	At the planning stage	Not feasible
1 Sound command of interview techniques, acquired during training, is regularly assessed using a system specific to each structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Sound command of motivational techniques, regularly assessed using a system specific to each structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Knowledge of psychotechnical tools, proven by the application of specific standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Knowledge of the mechanisms that influence a person's choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items	Completed	Partially completed	In the process of being completed	At the planning stage	Not feasible
5 Ability to describe their own representations and to clearly express their values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Ability to explain the behavioural differences which enable the client's needs to be met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Societal aspects

The mobility adviser will be able to differentiate between audiences and group representations and will be able to place an individual in relation to the group to which they belong. They will be aware of cultural and social contexts and will be in tune with the generational context. The mobility adviser will be familiar with the micro-culture of their audience: (young people, workers, senior citizens, etc.). They will endeavour to demonstrate a stereotype-free approach in their practices.

Items	Completed	Partially completed	In the process of being completed	At the planning stage	Not feasible
1 Knowledge of social communities in reference to a sociological model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 The ability to place an individual within their culture whilst taking into consideration individual development stages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Ability to take social and cultural stereotypes into consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Ability to develop suitable behavioural patterns in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items	Completed	Partially completed	In the process of being completed	At the planning stage	Not feasible
professional situations and in all circumstances					

D. Information

For the mobility advice professional this means having a sound command of ICT (information and communication technologies), being familiar with specialist equipment and being able to update their knowledge and information through ongoing training and personal mobility experiences.

They must be able to manage information and provide reliable, up-to-date information.

It is the continuous accumulation of experiences that eventually becomes an expertise.

They must be able to adapt the transmission of information in accordance with the profile of the user and be familiar with the user's information access processes.

	Items	Completed	Partially completed	In the process of being completed	At the planning stage	Not feasible
1	Ability to use ICT and information and advice tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Ability to use ICT to design, create, update and disseminate information					
3	Ability to summarise and adapt information tools to suit specific audiences (language, medium, level, format, style, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Items	Completed	Partially completed	In the process of being completed	At the planning stage	Not feasible
4	Ability to formulate information adapted to suit specific users	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Gain personal mobility experience which reinforces their expertise in the field: study placements, work placements, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	A sound linguistic knowledge which enables them to access professional information and work in networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 5: MOBILITY ADVICE PROFESSIONALS

This chapter is based on a French model which is included as an example of good practice. It is not to be interpreted as a “European standard”, but can be used for information and inspiration.

In order to guarantee a high-quality mobility advice service the professional must have a qualification obtained after higher education.

Vocational skills and knowledge necessary for mobility advice professionals

- They specialise in advice and personal interviews. They are able to analyse the request and the advice-seeker’s motivations. They are familiar with guidance processes, decision-making processes and group animation methods (SWOT analysis, for example)
- They have knowledge of the person and of their cognitive development
- They have linguistic skills and at least speak English
- They have knowledge of psychotechnical tools: interest inventories, tests, etc.
- They are familiar with the education and vocational training system, qualification recognition, grants, European mobility programmes, work placements in Europe and all mobility tools
- They already have personal mobility experience
- They have undergone intercultural training
- They belong to several active networks
- They are flexible and adaptable
- They are able to use assessment tools
- They update their knowledge frequently.

See also:

International Competencies for Educational and Vocational Guidance Practitioners on IAEVG web site (International Association for Educational and Vocational Guidance)

www.iaevg.org/iaevg/nav.cfm?lang=2&menu=1&submenu=5

The ERGO IN NET manual is an Erasmus+ project which aims develop and disseminate of materials on the issues of mobility in Europe, for not only the specialists working in the field of guidance but also professionals who want to start working on European topics.

www.ergoinnet.net/francese/index.htm

Professionals providing mobility advice

Mobility advice professionals can be found in the guidance and information services provided for young people and adults in various institutions depending on national organisation. More specifically in:

- The International Relations departments of universities and colleges
- SCUIO (university careers information service) / Work placements in universities

- Specialist educational and vocational guidance centres: CIO (information and guidance centres), BIZ (job advertisement publication) (*Arbeitsagentur*, etc.), PMS (centres in Belgium)
- Public and private employment services for adults: *Espace Emploi International* (International Employment Space), ANPE (French national employment service), ADEM (employment service), *Carrefour Formation*, *Arbeitsagentur*, APEC (French executive employment service), etc.
- Public and private employment services for young people: AFIJ (association which facilitates the professional integration of recent graduates), MISSION LOCALE (personalised monitoring service for young people), PAIO (welcome, information and guidance service), etc.
- Youth information networks: Eurodesk network
- Associations offering work placements
- Schools
- Chambers of commerce, industry and services, agriculture and crafts

Working methodologies used by these professionals

Professional working methodologies can be formulated into the following list:

- Theme-based and country-based information sessions
- Workshops: enrolment procedures, techniques for searching for work placements and employment and for writing a CV in another language, etc.
- Availability of documentary tools: websites, files, guides, etc.
- “Peer-to-peer” experience exchange
- Tutoring
- Interviews
- Preparation for an intercultural approach
- Questionnaires
- Language tests
- Detailed plans
- Evaluation of the mobility experience on return and how to promote this in the person’s career path

Appendices

Appendix 1: EUROPEAN PROJECTS RELATED TO MOBILITY AND GUIDANCE

(List not exhaustive)

New projects will be encoded in the European Shared Treasure and ADAM data bases:

<http://www.europeansharedtreasure.eu/>

www.adam-europe.eu/adam/homepageView.htm

You can find relevant projects focused on guidance (e.g. ECGC: European Career Guidance Certificate, European Accreditation Scheme for Careers Guidance Counsellors).

Erasmus +(KA1) Mobility project ACADEMIA, training exchanges for guidance counsellors in Europe

www.euroguidance.eu/academia

BIBLIOGRAPHY

Guidance documents:

CEDEFOP:

Career development at work : a review of career guidance to support people in employment
http://www.cedefop.europa.eu/EN/Files/5183_en.pdf

Establishing and developing national lifelong guidance policy forums
http://www.cedefop.europa.eu/EN/Files/5188_en.pdf

From policy to practice- a systematic change to lifelong guidance in Europe
http://www.cedefop.europa.eu/en/Files/5182_EN.PDF

Improving lifelong guidance policies and systems: using common European tools: (principles, reference points, and key features of lifelong guidance systems

http://www.cedefop.europa.eu/EN/Files/4045_en.pdf

Guidance policies in the knowledge society, Trends, challenges and responses across Europe
http://www.cedefop.europa.eu/EN/Files/5152_en.pdf

EURYDICE

"Vocational Guidance Education in Full-Time Compulsory Education in Europe"
http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/096LV.zip

OECD

Career Guidance and Public Policy: Bridging the Gap

<http://www.oecd.org/education/innovation-education/34050171.pdf>

Career guidance: a handbook for policy makers

www.oecd.org/dataoecd/53/53/34060761.pdf

EUROGUIDANCE

Euroguidance handbook available online: www.euroguidance.eu

The International handbook of Career Guidance

James A. Athanasou, Raul Van Esbroek

Springer Science + Business Media B.V., 2008, 744 pages

ISBN: 978-1-4020-6229-2

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For more information, see different links on the website:

<https://euroguidancemobility.wikispaces.com/Useful+links>